

Grade One Social Studies

Theme <i>Families Now and Long Ago, Near and Far</i>	
Strand <i>History</i>	
Topic <i>Historical Thinking and Skills</i>	Pacing
Historical thinking begins with a clear sense of time – past, present, and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing, and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.	Unit 2, 16 days
Content Statement	Content Elaborations
<p>1. <i>Time can be divided into categories (e.g., months of the year, past, present, and future).</i></p> <p>Learning Targets:</p> <ul style="list-style-type: none"> I can understand that time is divided into past, present, and future. 	<p>Children build conceptually toward an understanding of chronological order, which is introduced in grade two.</p> <p>Children distinguish between the past, present, and future as they talk about events from their own daily lives.</p> <p>Children begin to use vocabulary that supports their understanding of the divisions of time such as months of the year, past, present, and future.</p>
Content Vocabulary	Academic Vocabulary
<ul style="list-style-type: none"> divided past present future chronological order 	<ul style="list-style-type: none"> understand tell choose recognize compare sequence
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies
<ul style="list-style-type: none"> Language Arts Math (timeline) 	<p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>

Grade One Social Studies

Theme <i>Families Now and Long Ago, Near and Far</i>	
Strand <i>History</i>	
Topic <i>Historical Thinking and Skills</i>	Pacing Unit 2, 16 days
Historical thinking begins with a clear sense of time – past, present, and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing, and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.	
Content Statement 2. <i>Photographs, letters, artifacts, and books can be used to learn about the past.</i> Learning Targets: <ul style="list-style-type: none"> • I can understand primary sources of history. • I can use photographs, letters, artifacts, and books to learn about the past. 	Content Elaborations Photographs, letters, artifacts, and books provide children a first opportunity to interpret primary sources. Primary sources are records of events as they are first described, usually by witnesses or by people who were involved in the event. At this level, children begin to talk about family photographs, letters, artifacts, and books to learn about their past, if these resources are available.
Content Vocabulary <ul style="list-style-type: none"> • primary source • secondary source • artifact • history • photographs • letters 	Academic Vocabulary <ul style="list-style-type: none"> • past • understand • analyze • examine • deduce
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations <ul style="list-style-type: none"> • Language Arts • Art 	Intervention Strategies Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org .

Grade One Social Studies

Theme <i>Families Now and Long Ago, Near and Far</i>	
Strand <i>History</i>	
Topic <i>Heritage</i>	Pacing Unit 2, 16 days
Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.	
Content Statement 3. <i>The way basic human needs are met has changed over time.</i> Learning Targets: <ul style="list-style-type: none"> • I can describe the basic human needs: food, clothing, shelter. • I can describe the changes of how basic human needs are met. 	Content Elaborations Humans need food, clothing, and shelter to survive. While the basic needs have not changed over time, the way humans meet those needs has changed. For example, in the past, people worked to provide their family with food, clothing, and shelter; they worked to survive. Family members today work at jobs where they earn money to purchase basic needs.
Content Vocabulary <ul style="list-style-type: none"> • basic human needs • survival • shelter • heritage 	Academic Vocabulary <ul style="list-style-type: none"> • change • identify • conclude • investigate • list • describe • decide
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations <ul style="list-style-type: none"> • Language Arts 	Intervention Strategies Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org .

Grade One Social Studies

Theme <i>Families Now and Long Ago, Near and Far</i>	
Strand <i>Geography</i>	
Topic <i>Spatial Thinking and Skills</i>	Pacing Unit 2, 16 days
Spatial thinking examines the relationships among people, places, and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored, and made visible using traditional and geospatial technologies. Children need to be able to access, read, interpret, and create maps and other geographic representations as tools of analysis.	
Content Statement 4. Maps can be used to locate and identify places. Learning Target: <ul style="list-style-type: none"> I can use maps to locate and identify places. 	Content Elaborations Maps are representations of areas on the earth’s surface. Children can use simple maps and models to locate familiar places in the classroom, school, or neighborhood. Children also can be introduced to maps of the local community, Ohio, and the United States.
Content Vocabulary <ul style="list-style-type: none"> geography representation 	Academic Vocabulary <ul style="list-style-type: none"> locate identify use
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations <ul style="list-style-type: none"> Language Arts Art 	Intervention Strategies Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org . Use a variety of kinds of maps as well as maps of a variety of different places (e.g., zoo, park, city) and have children practice locating and identifying places.

Grade One Social Studies

Theme <i>Families Now and Long Ago, Near and Far</i>	
Strand <i>Geography</i>	
Topic <i>Places and Regions</i>	Pacing Unit 4, 9 days
A place is a location having distinctive characteristics which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.	
Content Statement 5. <i>Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).</i> Learning Targets: <ul style="list-style-type: none"> • I can understand that physical characteristics are landforms and bodies of water. • I can understand that human characteristics are structures built by people. 	Content Elaborations Places are locations having distinctive characteristics which give them meaning and character and distinguish them from other locations. For grade one students, physical features can include lakes, rivers, hills, mountains, and forests. Human characteristics can refer to places in the local community including towns, cities, farms, parks, playgrounds, houses, and traffic signs/signals.
Content Vocabulary <ul style="list-style-type: none"> • physical characteristics • land forms • structures • bodies of water • human characteristics 	Academic Vocabulary <ul style="list-style-type: none"> • understand • describe • identify • compare • contrast
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations <ul style="list-style-type: none"> • Language Arts • Art 	Intervention Strategies Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org . Use a variety of formats for exploration including photographs, field trips, outdoor walks, and technology.

Grade One Social Studies

Theme <i>Families Now and Long Ago, Near and Far</i>	
Strand <i>Geography</i>	
Topic <i>Human Systems</i>	Pacing Unit 2, 16 days
Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution, and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations, and the diffusion of new cultural traits.	
Content Statement 6. Families interact with the physical environment differently in different times and places. Learning Targets: <ul style="list-style-type: none"> • I can understand that people depend on the physical environment. • I can understand that families interact differently with the physical environment based on past, present, and location. 	Content Elaborations People depend on the physical environment for food, clothing, shelter, transportation, and recreation. Families interact differently with the physical environment based upon times (past and present) and places (different physical environments). For example, families in Alaska used to light their homes with whale oil. Today, most of the homes use electricity.
Content Vocabulary <ul style="list-style-type: none"> • physical environment • interact • past • present • location • transportation • recreation 	Academic Vocabulary <ul style="list-style-type: none"> • depend • understand • connect • change • adapt • interpret
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations <ul style="list-style-type: none"> • Language Arts 	Intervention Strategies Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org .

	<p>Students sort and match pictures showing physical activities from various environments (e.g., cold-climate pictures of kids in warm clothes, skiing, shoveling snow, snowmen vs. warm-climate pictures of kids swimming, biking, enjoying a picnic).</p>
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Grade One Social Studies

Theme <i>Families Now and Long Ago, Near and Far</i>	
Strand <i>Geography</i>	
Topic <i>Human Systems</i> <p>Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution, and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations, and the diffusion of new cultural traits.</p>	Pacing <p>Unit 2, 16 days</p>
Content Statement <p>7. <i>Diverse cultural practices address basic human needs in various ways and may change over time.</i></p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can understand the meaning of diverse. • I can understand the meaning of culture. • I can understand that culture effects how basic human needs are met over time. 	Content Elaborations <p>Culture is the learned behavior of a group of people, which includes their belief systems, languages, social relationships, institutions, and organizations and their material goods such as food, clothing, buildings, tools, and machines.</p> <p>Basic human needs of food, clothing, shelter, language, and artistic expression are met in a variety of ways that are shaped by the culture.</p> <p>Cultural practices (ways of life that are unique to the inhabitants of a particular area) tend to change over time as technology advances.</p> <p>For example, water buffalo are used to plow agricultural fields in many places in Asia today because they are adapted to humid environments and do not necessarily need water to thrive. In North America, horses were used to plow agricultural fields, but tractors are widely used today.</p> <p>Note: Culture is a sensitive topic. Teachers and children need to respect and honor diversity among cultural groups.</p>
Content Vocabulary <ul style="list-style-type: none"> • diverse • culture • basic human needs 	Academic Vocabulary <ul style="list-style-type: none"> • address • change • understand • define • describe

	<ul style="list-style-type: none"> • explain • how
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations <ul style="list-style-type: none"> • Language Arts • Art 	Intervention Strategies Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org .

Grade One Social Studies

Theme <i>Families Now and Long Ago, Near and Far</i>	
Strand <i>Geography</i>	
Topic <i>Civic Participation and Skills</i> Civic participation embraces the ideal that an individual actively engages in his or her community, state, or nation for the common good. Students need to practice effective communication skills including negotiation, compromise, and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.	Pacing Unit 1, 27 days
Content Statement 8. <i>Individuals are accountable for their actions.</i> Learning Target: <ul style="list-style-type: none"> • I can take responsibility for my own actions. 	Content Elaborations Children learn that individuals accept personal responsibility for their actions.
Content Vocabulary <ul style="list-style-type: none"> • responsibility • actions • individual • accountability 	Academic Vocabulary <ul style="list-style-type: none"> • conduct • demonstrate • explain
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations <ul style="list-style-type: none"> • Language Arts • Guidance 	Intervention Strategies Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org .

Grade One Social Studies

Theme <i>Families Now and Long Ago, Near and Far</i>	
Strand <i>Government</i>	
Topic <i>Civic Participation and Skills</i>	Pacing Unit 1, 27 days
Civic participation embraces the ideal that an individual actively engages in his or her community, state, or nation for the common good. Students need to practice effective communication skills including negotiation, compromise, and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.	
Content Statement 9. Collaboration requires group members to respect the rights and opinions of others. Learning Targets: <ul style="list-style-type: none"> • I can be respectful and collaborate when working with others. • I can understand the meaning of collaboration. 	Content Elaborations As children work and play collaboratively, they understand the importance of fair play, good sportsmanship, respect for the rights and opinions of others, and the idea of treating others the way they want to be treated. This builds to an understanding of perspective and concern for the common good in later grades.
Content Vocabulary <ul style="list-style-type: none"> • respectful • collaborate • rights • opinions 	Academic Vocabulary <ul style="list-style-type: none"> • requires • understand • tell • show • perform • demonstrate • exhibit
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations <ul style="list-style-type: none"> • Language Arts • Guidance • Physical Education 	Intervention Strategies Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org .

Grade One Social Studies

Theme <i>Families Now and Long Ago, Near and Far</i>	
Strand <i>Government</i>	
Topic <i>Rules and Laws</i>	Pacing
Rules play an important role in guiding behavior and establishing order in families, classrooms, and organizations. Laws are enacted by governments to perform similar functions.	Unit 1, 27 days
Content Statement	Content Elaborations
10. Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.	In Kindergarten, children learned the purpose for rules in the home, school, and community.
Learning Target:	In grade one, children build on that concept to understand that there are different rules in different settings.
<ul style="list-style-type: none"> I can understand there are different rules for different settings and consequences for breaking rules. 	Children understand that rules need to be fair (justice for all parties and concern for the fair allocation of resources among diverse members of a community). There are consequences for breaking rules.
Content Vocabulary	Academic Vocabulary
<ul style="list-style-type: none"> setting rule consequences 	<ul style="list-style-type: none"> exist understand compare contrast differentiate evaluate choose
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies
<ul style="list-style-type: none"> Language Arts 	Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org .

Grade One Social Studies

Theme <i>Families Now and Long Ago, Near and Far</i>	
Strand <i>Economics</i>	
Topic <i>Scarcity</i>	Pacing
There are not enough resources to produce all the goods and services that people desire.	Unit 3, 16 days
Content Statement	Content Elaborations
<p>11. Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.</p> <p>Learning Target:</p> <ul style="list-style-type: none"> I can understand that resources are limited, so I must make choices because I can't always have what I want. 	<p>Wants are unlimited and resources are limited (scarce) thereby forcing individuals to make choices.</p> <p>For example, Johnny can buy a new bicycle or a new computer game but does not have money for both.</p>
Content Vocabulary	Academic Vocabulary
<ul style="list-style-type: none"> scarcity resources limited choices unlimited 	<ul style="list-style-type: none"> understand analyze distinguish show prioritize
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies
<ul style="list-style-type: none"> Language Arts Guidance 	<p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>

Grade One Social Studies

Theme <i>Families Now and Long Ago, Near and Far</i>	
Strand <i>Economics</i>	
Topic <i>Production and Consumption</i>	Pacing
Production is the act of combining natural resources, human resources, capital goods, and entrepreneurship to make goods and services. Consumption is the use of goods and services.	Unit 3, 16 days
Content Statement	Content Elaborations
<p>12. People produce and consume goods and services in the community.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can understand the meaning of goods, services, production, and consumption. • I can understand that people in the community produce and consume goods and services. 	<p>People in the community work at jobs where they produce goods and services.</p> <ul style="list-style-type: none"> • Goods are objects that are capable of satisfying people’s wants (e.g., homes, cars, furniture, food, clothing). • Services are actions that are capable of satisfying people’s wants (e.g., medical care, restaurants, hotels, lawn mowing, babysitting). <p>People also are consumers in the community. Consumer wants are satisfied by using goods and services.</p> <p>People can be both producers and consumers.</p>
Content Vocabulary	Academic Vocabulary
<ul style="list-style-type: none"> • good • service • produce • consume • community 	<ul style="list-style-type: none"> • understand • recognize • classify • correlate • organize
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies
<ul style="list-style-type: none"> • Language Arts 	<p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>

Grade One Social Studies

Theme <i>Families Now and Long Ago, Near and Far</i>	
Strand <i>Economics</i>	
Topic <i>Markets</i>	Pacing
Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods, and services.	Unit 3, 16 days
Content Statement 13. People trade to obtain goods and services they want. Learning Target: <ul style="list-style-type: none"> • I can understand why people trade to obtain goods and services they want. 	Content Elaborations Goods are objects that are capable of satisfying people’s wants (e.g., homes, cars, furniture, food, clothing). Services are actions that are capable of satisfying people’s wants (e.g., medical care, restaurants, hotels, lawn mowing, babysitting). Individuals are incapable of producing every good and service they want, so they trade to obtain goods and services in their community.
Content Vocabulary <ul style="list-style-type: none"> • trade • obtain • good • service • economics • satisfy • wants • needs 	Academic Vocabulary <ul style="list-style-type: none"> • understand • describe • classify • infer
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations <ul style="list-style-type: none"> • Language Arts • Math (money) 	Intervention Strategies Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org .

Grade One Social Studies

Theme <i>Families Now and Long Ago, Near and Far</i>	
Strand <i>Economics</i>	
Topic <i>Financial Literacy</i>	Pacing
Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.	Unit 3, 16 days
Content Statement	Content Elaborations
<p>14. Currency is used as a means of economic exchange.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can understand that currency is money and is specific to a given country. • I can understand that currency is exchanged to obtain goods and services. 	<p>People obtain goods and services by exchanging them for money (currency). Currency is the money in circulation in any country.</p> <p>Economic exchange refers to an economic transaction where goods or services are transferred from the provider for a return of relative value.</p>
Content Vocabulary (all)	Academic Vocabulary
<ul style="list-style-type: none"> • economics • currency • specific • country • exchange • obtain • good • service • provider • transaction 	<ul style="list-style-type: none"> • recognize • understand • know
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies
<ul style="list-style-type: none"> • Language Arts • Math (money) 	<p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>